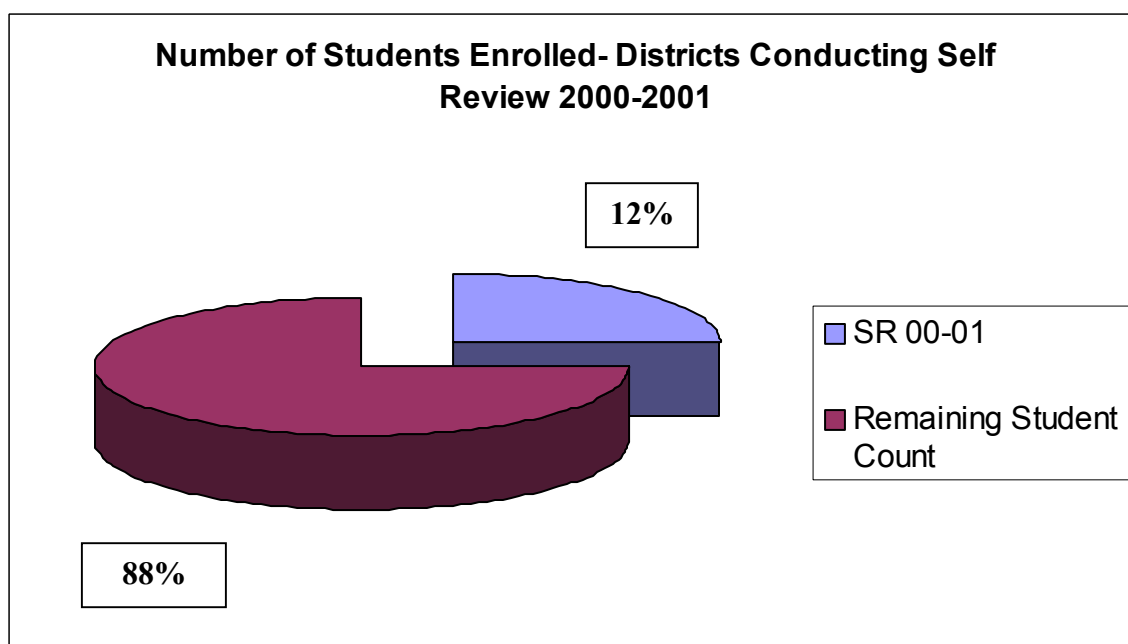


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The 2000-01 self-review cycle covered 12% of the special education student population, covering 88,001 identified students. This student count includes Los Angeles Unified School District, District B only. CDE has inputted data for all the districts that conducted a self-review, and has evaluated the self-reviews for completeness and accuracy in fulfilling all required elements and the correction of noncompliant findings, including evidence that demonstrates correction. CDE also conducted data analysis and evaluation of district self reviews in further depth regarding the validity, reliability, and comprehensiveness in addressing compliance with IDEA and accompanying state laws and regulations. CDE will be using the self-review data to inform the Key Performance Indicator (KPI) stakeholder group for possible Verification Review selection in 2002-03 in conjunction with KPI data.



Through the following charts, CDE provides a small of district demographics for the seven selected OSEP districts that conducted a self-review. The charts provide data regarding:

- number and type of sites reviewed;
- number and type of records reviewed; and
- number of focus groups conducted and parent/guardian attendance by student grade level

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District Demographics: #Sites Reviewed Special Education Self Review OSEP Selected Districts

District	Elem.	MS	HS	Alternative	NPS	Charter	Juv.Ct.	County Comm.	Other	Total
El Dorado Union HSD	NA	NA	4	2	3	NA	0	0	2 COE	11
Hawthorne Elem.	8	3	NA	0	4	1	0	1	0	17
Los Angeles USD B	45	7	5	0	5	0	0	0	4	66
Lompoc USD	10	3	3	0	0	0	1	1	0	18
Manhattan Beach USD (5/17/02)	5	1	1	0	1	0	0	0	2	10
S. San Francisco USD	10	3	3	0	0	0	0	0	1 COE	17
Visalia USD	20	4	3	1	0	1	0	0	1	30
TOTAL	98	21	19	3	13	2	1	2	10	169

District Demographics: #Student Records Reviewed Special Education Self Review OSEP Selected Districts

District	Infant	Preschl.	Elem.	M.S.	HS	Alternative	NPS	Charter	Juv.Ct.	County Comm.	Other	Total
El Dorado Union HSD	NA	NA	NA	NA	78	16	5	0	0	0	7 COE	106
Hawthorne Elem.	5	5	172	70	NA	0	5	1	NA	3	0	261
Los Angeles USD B	0	43	900	140	101	0	29	0	0	0	33	1246
Lompoc USD	5	5	200	60	43	0	1	0	3	3	0	320
Manhattan Beach USD	0	20	100	20	20	0	1	0	0	0	20	181
S. San Francisco USD	5	5	200	61	49	0	5	0	0	0	0	325
Visalia USD	10	13	392	84	78	22	0	20	0	0	21	640
TOTAL	25	91	1964	435	369	38	46	21	3	6	81	3079

District Demographics: # Parents-Focus Group Attendance Special Education Self Review OSEP Selected Districts

District	# Focus Groups	Infant	Preschl.	Elem.	M.S.	HS	Alternative	NPS	Charter	Juv.Ct.	County Comm.	Other	Total
El Dorado Union HSD	1	NA	NA	NA	NA	2	0	0	0	0	0	0	2
Hawthorne Elem.	2 plus phone calls	5	6	7	12	NA	0	1	0	0	1	1	33
Los Angeles USD B	3	0	0	8	3	0	0	0	0	0	0	1	15
Lompoc USD	2	0	0	6	3	2	0	0	0	0	0	0	13
Manhattan Beach USD	3	0	4	2	2	2	0	0	0	0	0	1	14
S. San Francisco USD	1	0	5	3	1	6	0	0	0	0	0	0	15
Visalia USD	1	0	1	6	1	2	0	1	0	0	0	0	11
TOTAL	13	5	16	31	22	14	0	2	0	0	1	3	114

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District Perspective of Self-Review Impact

The CCR SESR is designed to build capacity within local educational agencies to assess and enhance their provision of both procedural safeguards and educational benefit to students with disabilities. To provide a sense of the value districts found in conducting a CCR SESR, provided below are responses reported on the **“Self Review Impact and Action Section”** of the self-review, from the seven OSEP selected districts. These comments reflect the field comments typical of local district responses to the self-review found by CDE statewide. These comments were also used in the CDE self-review training for the field in 2001-02 to give training participants feedback from their field peers on some of the results and benefits of conducting the self-review.

El Dorado Union High School District

“ Results were shared and compared at the SELPA /County level. The SELPA has revised its IEP forms (attached) to reflect all required items. The SELPA will provide multiple trainings during the 2001-2002 school year on IEP development. The district has already scheduled IEP training sessions for August 2001 as part of the State’s buy back days. The Special education director will meet with every teacher individually whose IEPs reflect noncompliant items for one-to-one discussion and training. The Program Specialists and site administrators will receive a summary and training. The Director will monitor future IEPs for the teacher-specific items randomly and periodically with follow up letters to the teachers and their site administrators for accountability.”

Hawthorne Elementary School District

“The self-review process identified items at the student, site and district level. The site and district systemic noncompliance items were addressed by sending all special education staff and administrators a memo describing the noncompliance items and what actions need to be done to correct the noncompliance items. All of the noncompliance items and correction actions are listed on subsequent pages. The Special Education Coordinator, with the support of the Program Specialist, will continue to provide all administrators and site staff (with) the most current legislative and education practices through monthly meetings, teacher inservices/conferences, aide trainings, memos, and SELPA provided inservices. Upon the request of Betty Carr (CDE Consultant), the Hawthorne School District has interviewed additional parents in order to collect and consolidate supplementary information for the Focus Group Data Collection Summary Section.”

Los Angeles Unified School District (District B)

“ The self-review was a very effective process in that each school in the entire district had intensive training in small site teams in special education practices and procedures. Many team members at the local school sites expressed that they had learned so much about the laws governing special education. Others stated that they had learned how to write a compliant IEP having evaluated so many of them with guidance from the Compliance Specialists. The corrective actions plans written at the school levels

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included training every school on writing measurable goals and objectives, writing appropriate accommodations and modifications to ensure student access to and success in the general education curriculum, and writing well-developed present levels of performance identifying strengths, impact of disability, and modifications/supports needed.

The impact of this review will hopefully be demonstrated in the following ways:

- Present Levels of Performance will align with the goals and objectives written in future IEPs. This means that teachers will define the areas of need and write goals, which address those needs.*
- IEPs will be done within legal timelines.*
- Teachers will utilize strategies, accommodations and modifications that will increase their students' access to the general education curriculum and maximize the opportunity for student success.*
- Parents will be better informed of their child's progress with greater consistency.*
- Parents will be better informed about the contents of their child's IEP.*
- Positive Support Plans will be written to address behavioral issues.*
- Assessments will address student's primary language.*
- There will be general education teachers attending preschool IEPs.*
- IEP teams will be able to support their decision to remove students from the general education setting, and if they cannot, they will not remove them (students).*
- Teachers will write measurable goals and objectives."*

Lompoc Unified School District

" Staff training began almost immediately after the site record reviews on items most frequently found out of compliance. There was a deliberate effort have all staff retrained prior to completing their end of the year IEPs. Resource staff was trained on 2/15/01, psychologist staff on 3/2/01, speech staff on 3/23/01. On 4/23/01 a half-day training was scheduled with all DIS, psychologists, resource and speech staff in attendance. Again, the most frequently out of compliance items were reviewed. Staff was able to question and interact on items requiring team coordination such as assessment plans and IEP timelines. An activity was conducted in which teams of staff members reviewed files of English language learners and an African American student.

A further compliance response was the implementation of new IEP software containing logs for timelines, parent contacts, and forms guaranteeing meeting the requirements for written reports. IEP software training was conducted on 2/8/01 for resource, speech, psychologists, and other DIS staff and on 4/23/01 for special day class teachers. Our current findings from our self-review indicate only one district systemic item and site items have largely been addressed already."

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Manhattan Beach Unified School District (May 17, 2002 submission)

“ The decision to have each school “own” their data turned out to be a good one. Schools not only took responsibility for developing corrective action plans, the priority issues were addressed sooner via the IEP process. When the item involved the IEP forms, the SELPA was involved. The SELPA forms committee addressed common areas and updated the IEP forms. The district was very aware that the special education program was under attack by some parents in the community. Parallel to this process, the district addressed issues via the District’s Special Education Advisory Committee.

Darlene Gorey, Assistant Superintendent, assumed greater responsibility for special education administration during this process and the Director of Special Education took a personal leave of absence prior to being reassigned. The district also approved change the Director position to Assistant Superintendent and employed an outside consultant to review all aspects of special education. The Superintendent worked closely with the district’s Board of Trustees and the SELPA to address a large number of pending complaints and due process issues, resolving a majority of cases.

These actions are a direct result of the CCR process and reflect the districts willingness to make systemic change. During the interview process, parents and Board members were on the panels in an effort to reach broad based consensus agreement on a new leader for special education. While the CCR paperwork was being finalized, the new Assistant Superintendent for Special Education was selected, Eloise Thompson. She started in early July 2001. She worked closely with CDE consultant Dr. Betty Carr and the SELPA Director, Bob Farran. Given the state of the district, corrective action plans became site and pupil specific initially as new internal procedures were developed. During 2001-2002, significant training and community outreach has occurred to address noncompliance issues.”

South San Francisco Unified School District

“ Ten areas of noncompliance were noted. District level action has been taken to correct these areas. Two of these areas are systemic-timelines for annual reviews, triennials and interim placements and no general education teacher present at IEP meetings (secondary level mainly). Parents expressed some concern in that general education teachers at the secondary levels were not always receptive to providing them with feedback. This could be a lack of “connection” which could be facilitated through the attendance of the general education teacher at more IEPs.”

Visalia Unified School District

- *"It was a “positive” team building experience for our entire staff.*
- *It provided staff a better understanding of the correlation between compliance items and the components of the IEP and other SELPA documents.*

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- *It provided staff a clear understanding that the purpose of a CCR SR is to help determine strengths and weaknesses and work to develop special education programs and services that provide optimum opportunity for student success.*
- *It provided staff a clear understanding of district and site level responsibility of adhering to state and federal laws pertaining to students with special needs.*
- *It provided staff a clear understanding of the need for SELPA document revisions to meet compliance standards.*
- *It helped staff accept the newly revised SELPA documents that will be fully implemented by Fall 2001*
- *It provided the opportunity for our staff to improve coordination of services with staff from county programs.”*

CDE Responses to Special Conditions

Below, CDE responds specifically to special conditions I.A.1.a, and I.A.2.

I. A. 1.a. CDE Special Education Self-Review

I. A.1.a. By June 4, 2002, CDE will demonstrate that:

- a. *The self-review process has sufficient checks for validity and reliability built into it to result in accurate and comprehensive determinations of compliance with the requirements of Part B; (By January 4, 2002, CDE will provide OSEP with a list of all the school districts that submitted a CCR/self-review to CDE in June or July 2001).*

CDE Response to I.A.1.a: Special Condition Met

On January 4, 2002, CDE provided OSEP a list of all the school districts that submitted a CCR Special Education self-review (CCR SESR) to CDE in June or July 2001.

I. A. 2.i-iii CDE Special Education Self-Review (Revised April 30, 2002)

I. A. 2. On June 4, 2002, CDE will submit to OSEP:

- (i) a copy of CDE's analysis of the self-review for each of the following seven school districts: Hawthorne Elementary, Los Angeles Unified, Manhattan Beach Unified, Lompoc Unified, Visalia Unified, South San Francisco, and El Dorado Union High School (the documentation that CDE submits for each of the seven school districts shall include CDE's determinations as to the accuracy of the district's self-review, and specific documentation regarding any corrective actions that CDE has required the district to complete and the status of such corrective actions); (ii) for two of those seven school districts, the complete self-review documents that the district submitted to CDE; and (iii) CDE's written analysis of the effectiveness of the self-review process in accurately identifying and comprehensively identifying and correcting*

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noncompliance with the requirements of Part B, including any steps that CDE has taken or will take to improve the effectiveness of the self review process.

CDE Response to I.A.2.i: Special Condition Met

For this June 4, 2002 submission, CDE provides in Attachments A – G copies of CDE's analysis of the CCR SESRs for the following seven districts selected by OSEP.

Attachment A: El Dorado Union High School District
Attachment B: Hawthorne Elementary School District
Attachment C: Los Angeles Unified School District (District B)
Attachment D: Lompoc Unified School District
Attachment E: Manhattan Beach Unified School District
Attachment F: South San Francisco Unified School District
Attachment G: Visalia Unified School District

The attachments include CDE's determinations as to the accuracy of the each district's self-review, and specific documentation regarding any CDE-required corrective actions. Specifically included within Attachments A-G are:

- CDE's evaluation/analysis worksheet for each district's self review;
- Letters or other correspondence sent to districts regarding required contents;
- Procedural elements or evaluation of the district's findings and corrective actions including specific corrective actions required by CDE for district completion, including due dates, as needed.

(NOTE: In some cases, content of letters were combined or not necessary as determined by CDE evaluation/analysis.)

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The following chart details the status of each correction action.

Current Status of Self-Review Including Corrective Actions

District	Current Status as of June 4, 2002
El Dorado Union HSD	CDE in final review of district's Corrective Actions and evidence including district follow up information ensuring correction; final closure expected by June 30, 2002.
Hawthorne Elem.	CDE in final review of district's Corrective Actions and evidence including district follow up information ensuring correction; final closure expected by June 30, 2002.
Los Angeles USD -B	CDE in review of district's Corrective Actions and evidence including district follow up information ensuring correction-information sent by the district quarterly to CDE; all district B self-review data "folded into" other Verification Review Data. Closure will not occur until the district demonstrates total correction of noncompliance across all sub districts. CDE continues to monitor progress in all subdistricts (B, D, H, I, and conduct Verification Reviews annually. District C and G received Verification Reviews in 2001-2002.
Lompoc USD	CDE in final review of district's Corrective Actions and evidence including district follow up information ensuring correction; final closure expected by June 30, 2002
Manhattan Beach USD	Self Review of 2000-2001 inadequate. Self Review being redone with all data to CDE by June 30, 2002. CDE will conduct an onsite Verification Review in 2002-2003. CDE received a self-review resubmission on May 17, 2002. CDE provides the evaluation of this resubmission to OSEP.
S. San Francisco USD	CDE in final review of district's Corrective Actions and evidence; closure not expected until CDE is provided evidence of follow up to CAPs.
Visalia USD	CDE in final review of district's Corrective Actions and evidence including district follow up information ensuring correction; final closure expected by June 30, 2002

CDE Response to I.A.2.ii: Special Condition Met

For this June 4, 2002 submission, CDE provides in Attachments A and C, copies of the complete self-review documents that the district submitted to CDE for two of the seven school districts selected by OSEP.

CDE Response to I.A.2.iii: Special Condition Met

I.A.2.iii CDE's written analysis of the effectiveness of the self-review process in accurately identifying and comprehensively identifying and correcting noncompliance with the requirements of Part B, including any steps that CDE has taken or will take to improve the effectiveness of the self-review process.

In order to provide an analysis of the effectiveness of the self-review process in accurately identifying and comprehensively identifying and correcting noncompliance with the requirements of Part B, it is important to understand the CCR SESR process. Accordingly, a brief overview is provided below of the self-review process; for further detail, please refer to the self-review materials for the 2000-01 cycle that were submitted to OSEP in December 2000.

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Overview of CDE 2000-01CCR SESR Process

The following provides an overview of what CDE required of districts that submitted a Coordinated Compliance Review Special Education Self-Review (CCR SESR) in July 2001, and CDE's procedures for analysis and evaluation of the self reviews including CDE's determinations as to the accuracy of the district's self review and any corrective actions that CDE has required the district to complete, and the status of such corrective actions.

The purpose of the CCR SESR is twofold:

1. To ensure that the local education agencies (LEAs) are providing appropriate supervision and monitoring of their special education programs and services in accordance with IDEA, Part B; and
2. To provide information to CDE regarding key compliance questions based on the use of CDE-specified tools and assessment methodologies.

The CCR SESR process for 2000-01 is designed to answer three broad questions:

1. Does a review of student records indicate that the district is in compliance with state and federal laws and regulations at the student level?
2. Do focus groups of parents indicate that the local education agency (LEA) is in compliance with state and federal laws and regulations?

Are selected students' individualized education programs (IEPs) implemented as written?

Self Review Methods

There are three primary methods used to conduct the CCR SESR in 2000-2001:

1. Record Reviews;
2. Focus Groups; and
3. IEP Implementation and Service Data

Record Reviews. Districts were provided CDE-developed materials to assess compliance with Part B that included IDEA standards and requirements for infants (IDEA, Part C), preschool children, and school age students. With regard to record reviews, LEA sites are responsible for:

- Identifying all of the LEAs, charter schools, county operated programs and nonpublic schools (NPS) who serve children who are residents of the district;
- Identifying teams who will be responsible for reviewing student records;
- Pulling a sample of 20 student records at each LEA, district site, charter school, or NPS (if fewer than 20 records are available at a site, pulling all of those that are available);

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- Pulling additional records as needed to ensure all of the disability categories are included;
- Reviewing records using the appropriate age forms and supplemental forms;
- Summarizing all findings of noncompliance and corrective action plans by student, site and for the district as a whole;
- Forwarding these findings along with evidence of corrections to CDE as part of the CCR SESR; and
- Providing information and assurances (on discs provided by CDE) about each site where records are reviewed

Focus Groups. Districts are responsible for conducting parent focus groups. They were provided CDE-developed materials including a compliance assessment for each of the focus group areas that include requirements, standards, and guidance regarding IDEA and state laws and regulations. Specifically, districts are responsible for:

- Choosing and using a neutral moderator experienced and skilled in group work to conduct the parent focus group meeting;
- Developing and utilizing an objective method for selecting participants;
- Convening a focus group that includes parents/guardians of children of all ages, disabilities, and participating in a range of programs, who are willing to speak openly and frankly, and does not include district employees;
- Conducting a parent focus group as a method to get information to assess compliance (it is not a public input meeting);
- Using information from the focus groups to assess compliance and to identify strengths, needs and areas for improvement; and
- Summarizing and reporting on at least one parent focus group, using the protocol provided by CDE.

The Focus Group protocol developed by CDE requires the facilitator to query and probe into the following key areas of IDEA.

- Free Appropriate Public Education in the Least Restrictive Environment;
- Parent Participation;
- Transitions; and
- General Supervision/Student Outcomes

IEP Implementation and Service Data. Districts are responsible for providing IEP evaluation and service data to CDE that focuses on students receiving or needing related services, mental health counseling/psychological services, supplementary aids and services, and on parent notification of IEP meetings regarding transition services planning. Specifically, districts are responsible for:

- Selecting 30 student records for review using criteria established by the CDE;
- Conducting interviews with parents and staff;
- Collecting documentation about the provision of services;
- Summarizing data about the provision/nonprovision of services;

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- Determining noncompliance findings and preparing corrective actions; and
- Forwarding information to CDE.

CDE Analysis of District Self-Reviews

CDE has engaged in a number of developmental tasks and professional development activities to ensure that the CCR SESR was reliable, valid, accurate and comprehensive. Some of those activities included:

<u>Timeline</u>	<u>Tasks</u>
June-August 2001	Development of CDE Analysis and Evaluation Tools, including data input Development and Revision of CCR SESR 2001-02 materials and field training
August 2001	Training Data Input
August-December 2001	Data input
September 2001	Training SED CCR SESR Analysis and Evaluation
October 2001	Training SED CCR SESR Analysis and Evaluation (continued)
November 2001	Training SED CCR SESR Analysis and Evaluation (continued)

During the fall of 2001, CDE also provided CCR SESR eight separate trainings statewide on the CCR SESR for 2001-02 throughout September and October. Revised CCR SESR materials are on CDE's website at www.cde.ca.gov/spbranch/sed

General Procedures

Each district's self review must be evaluated completely, following three basic review levels:

1. **Required Contents:** CDE ensures that all required components have been submitted.
2. **Procedural Elements:** CDE ensures that the self review includes all procedural elements (includes information on procedural elements such as completeness, appropriate sampling, identification of student and systemic findings of noncompliance).
3. **Evaluation of Findings and Corrective Actions:** CDE ensures that information provided in the self-review contains findings and corrective actions with appropriate evidence and due dates demonstrating correction (student level and systemic level).

Based on the review, consultants must secure missing/deficient information from districts. All information and data must be input on district demographics, site systemics, district systemics, focus groups, IEP implementation, and IEP evaluation and IEP service data. In addition, all information, including amended or additional information, about findings, corrective actions, and evidence of corrective actions, must be tracked

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and entered into the electronic Follow-up Entry and Tracking. Closure of the self-review only occurs when all noncompliance has been corrected with evidence of correction provided to CDE. A manager signature is required for all closure letters to districts

Steps for Conducting the Evaluation

Review packet for Required Contents

1. Record findings
2. Follow-up with district as needed
3. Organize data
4. Copy district data from region data
5. Become familiar with worksheets/forms - student level data, site systemics and district systemics

Conduct Student Record Evaluation

6. Evaluate student records – completeness, omissions, findings, corrective actions, and evidence
7. Evaluate site and district systemics – completeness, omissions, findings, corrective actions, and evidence
8. Record findings

Conduct Focus Group Evaluation

9. Evaluate Completeness
10. Evaluate omissions, findings, corrective actions, and evidence
11. Record findings

Conduct IEP Implementation and Service Data Evaluation

12. Evaluate Completeness
13. Evaluate omissions, findings, corrective actions and evidence
14. Record findings

Conduct Follow-up and Monitoring Activities

15. Review findings
16. Contact District to discuss findings and determine additional needed information
17. Send Letter to District (Use SED letters for 3 levels of review)
18. Track and record additional information as it is received
19. Track and record evidence regarding correction of student, site and district findings of noncompliance
20. Close self-review when all noncompliance has been corrected with evidence of correction provided to CDE. Prepare closure letter to district; Manager signature required.

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Evaluation Tools

CDE has developed a number of tools and forms to standardize the review process and to ensure that self-review evaluations are done consistently and thoroughly. For example the Item Table is constructed to address each level of review, with section headings to assist the reviewer to find items more easily, and items numbered to reflect level and item being reviewed. The Item Table includes, item test or question (what is required), criteria (a more specific standard about what is acceptable), suggested method (how to go about testing the item), and follow-up (what to do with the district if the item is found deficient).

CDE has also developed a number of forms for consultants to use when analyzing and evaluating the self-reviews, including forms for required contents, record reviews, focus groups, and IEP implementation and data collection. Finally, CDE developed three letters to alert districts about incomplete or inadequate information provided as part of their self-review and need for correction required by CDE.

CCR SESR Evaluation-Items with specific methods

Item No.	Topic	Summary of Method
3-1-1	Student Findings	Organize by item no. Review findings for evidence and pertinence to item Review 30% of student records
3-1-2	Student Corrective Actions	Organize by item number
3-1-3	Student Evidence	Note & eliminate historical items (e.g. missed IEP mtg. timeline. Corrective action can't correct for that particular student) Focus on and select service related items (identification, assessment, placement, FAPE/LRE) Evaluate efficacy of evidence Review 30% of student records
3-1-4	Site and District Systemic Findings	Review site and district separately Sort student data by item Evaluate pertinence to student findings For sites, review %30% of sites, all systemics For district, review all systemics-five students per finding
3-2-1	Focus Group Omissions	Review all information provided, identify "red flags" that need clarification, CDE follow up
3-3-1	IEP Implementation: Noncompliance	Check services-see if range is appropriate given CDE selection Criteria Check for counseling services not listed on IEP for SED and referrals to Mental Health
2-1-2	All sites reviewed	Check using data on district site list only
2-2-1	Select 20 per site	Compare total number of student reviewed to number of sites
2-2-3	Use 10% to determine site systemics	Select 30% of sites Identify all items with 10% or more noncompliance
2-3-2	Use 10% to determine district systemics	Compare district systemic findings to most frequent CDE systemic findings If not similar or present, check IEP and 3 yr. evaluation timelines w/CASEMIS data on district If systemics not similar or present, check 30% of the noncompliant student findings for item numbers that match CDE common findings of noncompliance If common noncompliant findings found by CDE not in student records, call district for 10 student records to be sent to CDE

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Item No.	Topic	Summary of Method
2-5-1	Select students for IEP Implementation	Only an estimate of IEP implementation; identify “red flags” that need clarification, CDE follow up
2-5-3	IEP Implementation Noncompliance	Check data for students who “did not receive”; ensure corrective action w/evidence provided for student

Effectiveness of Self-Review Process

CDE considers the Coordinated Compliance Review Special Education Self-Review (CCR SESR) to be valid, reliable, and comprehensive. In summary:

Validity of the CCR SESR. All methods and tools provided to school districts, including reporting requirements to CDE, are founded on IDEA requirements. Findings of noncompliance are considered legally binding and CDE expects self-reporting and correction of noncompliant findings at the student, site and district level with evidence of correction provided to CDE. Specifically, for each finding of noncompliance:

- Individual corrective action plans must be developed and implemented;
- Items found to be noncompliant more than 10% of the time in student records, a systemic (site or district) finding must be made;
- Systemic Corrective Action Plans (CAPs) which must include: (1) review and revision of policy and procedure in the noncompliant area; (2) dissemination of the policy and procedure in the noncompliant area; (3) training of staff and administrators on the policy and procedure in the noncompliant area; and (4) a 6-12 month follow-up check on the noncompliant area;
- All findings, CAPs, and documentation of correction must be provided as part of the report to CDE

CDE conducts an analysis of a district's self-review submission by comparing the district's findings with common CDE findings of noncompliance found through Verification Findings. CDE also evaluates the district's self-review submission regarding procedural constructs (e.g. number of files reviewed, number of sites, number of focus group participants, number of IEP evaluated for provision of services and transition notices). CDE's analysis of data submitted also ensures that all requirements were undertaken by the district, fully implemented, and fully reported.

Reliability of the CCR SESR. All the CCR SESR methods and tools provided to districts for self-review are similar to CDE Verification Review materials that have provided a consistent reliability of findings of compliance and noncompliance for the past two years. The tools measure what is required in law and regulations with compliance tests, standards and guidance. Specifically:

- District review information is analyzed and evaluated against CDE common findings of noncompliance found through Verification Reviews;
- The construct of the self-review (e.g. number of files reviewed, number of sites, number of focus group participants, number of IEP evaluated for provision of services and transition notices) requires comprehensive and accurate monitoring activities and reporting of compliance status regarding IDEA;

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- CDE's analysis and evaluation of data submitted by the district ensures that all requirements were undertaken by the district, fully implemented, fully reported, and fully corrected.

Comprehensive of the CCR SESR: The CCR SESR methods and process cover IDEA content requirements and scope. In addition:

- The various methods in combination contribute to the comprehensiveness, reliability and validity of the self-review;
- CDE's analysis and evaluation of each district's self review and follow up activities by CDE ensure validity, reliability and comprehensiveness of the district's self-review submission to CDE;

CDE follow up ensures that the self-review provides correction of all noncompliance with appropriate corrective actions including evidence to CDE demonstrating correction with applicable due dates.

CDE Critical Learning from Special Education Self-Reviews Conducted in 2000-2001

How has the revised Self Review of the Quality Assurance Process been a value added activity in ensuring both procedural guarantees and educational benefit for identified students with disabilities?

The self-review provided:

1. Comprehensive assessment of IDEA including corrective actions, evidence of correction, and due dates at the student, site and district levels.
2. School districts with a baseline quantitative and qualitative assessment of the implementation of IDEA at the student, site, and district levels to ensure procedural guarantees.
3. CDE baseline data to assist in targeting areas of need locally that can assist in allocating resources and designing strategies for improvement that directly impacts students with disabilities.
4. An opportunity to assess parent/guardian input into the district's special education program including strengths, areas of compliance, areas of weakness, areas needing correction and areas needing improvement
5. Districts with tools to document parent input to address key areas of IDEA including:
 - Free Appropriate Public Education in the Least Restrictive Environment/Natural Environment;
 - Parent Participation;
 - Transitions (infant-preschool, preschool to Kindergarten/First grade; Secondary Transition); and
 - Student Outcomes
6. Investigation, review, and data reporting on the following four key areas of IDEA that have been identified by OSEP as areas of noncompliance:
 - Related services

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- Psychological counseling
 - Supplementary Aids and Services
 - Transition Notice (age 16) for IEP meetings
7. A teaching tool for all involved in the requirements of IDEA;
 8. Provided "real time" data on the implementation of IDEA.
 9. Provided data that assisted school site principals and other district administrators in assessing and ensuring that staff are qualified and adequately prepared in implementing IDEA.

From CDE evaluation of the self- reviews submitted in July of 2001, what could be improved?

The self-review process for 2000-01 was substantially different from previous self-review methods conducted. The primary differences were the method used, and the data that was collected, analyzed, and reported to CDE. This major shift required the self-review to begin earlier than in the past. CDE methods also required districts to conduct their own follow up on areas of noncompliance 6 to 12 months after the self-review. This data is submitted to CDE and provides districts, as well as CDE, information to assess whether correction has occurred and compliance is being maintained.

CDE finds that the self-review process has tremendous potential to build local capacity to provide accountability, improve programs, and thereby positively impact services and outcomes for children with disabilities.

As a result of district and CDE staff feedback and recommendations, CDE will undertake the following activities in 2002-03:

1. **Provide increased training and technical assistance for districts participating in the self-review process to enhance IDEA content including procedural requirements and educational benefit.** In particular this training will emphasize the analysis of student outcomes as reflected in the new CDE data reports for each district, which were not yet available for the 2000-01 self-reviews. (See the CDE website at: <http://cde.ca.gov/spbranch/sed>) These reports include data on 8 - 9 Key Performance Indicators (KPIs) in 2002-03. A district must be able to understand, analyze, and evaluate their KPIs in both the context of educational benefit and procedural guarantees.
2. **Provide increased training and technical assistance for districts participating in the self-review process that includes hands-on practice on:**
 - Assessing and evaluating student records for compliance and noncompliance using "real" IEPs (brought by the district) during training;
 - Writing appropriate findings based on IDEA standards;
 - Writing corrective actions;

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- Developing evidence and reasonable due dates for student and systemic level findings of noncompliance;
- Data entry and analysis with increased understanding of how the data will inform the district in areas that are going well and areas that need improvement.

CDE found that a large portion of the follow up actions were in the above areas. Accordingly, we believe that the self-review will be further enhanced with this expanded and in-depth level of training and technical assistance.

3. Continue to build local capacity by conduct the Self-Review training in partnership with field colleagues.

Based on 2000-01 data and CDE staff experience, CDE can readily identify exemplary districts and local staff who creatively and comprehensively conducted their self- review to assist in such training. CDE believes that such a collaboration will build local capacity to an even greater degree as field colleagues will represent a variety of district sizes, types (elementary, high school, and unified districts) and demographics (urban, suburban, rural). There are unique ways in which districts conducted the self review in an effective manner in addition to how they used the data to improve outcomes for students with disabilities.

Improvement to the CCR SESR Process That Have Already Been Undertaken

To assist the field in the self-review process currently underway (2001-02), CDE revised self-review materials and methods of reporting. Some of these changes included:

- Requiring student record reviews of county office programs;
- Requiring districts to conduct a focus group with parents based on the number of special education students (e.g. for every 1,000 identified students, conduct a focus group);
- Combining all Self-Review instructions into one major document for all methods;
- Developing a special section on data reporting which included a master list of students reviewed (student records and IEP implementation); and
- Enhancing the KPI Query section with additional questions to assist districts in their improvement plans.

The 2001-02 self-review instructions and tools are on CDE's website. CDE provided further communication to the field regarding these changes, which should better assist school districts.